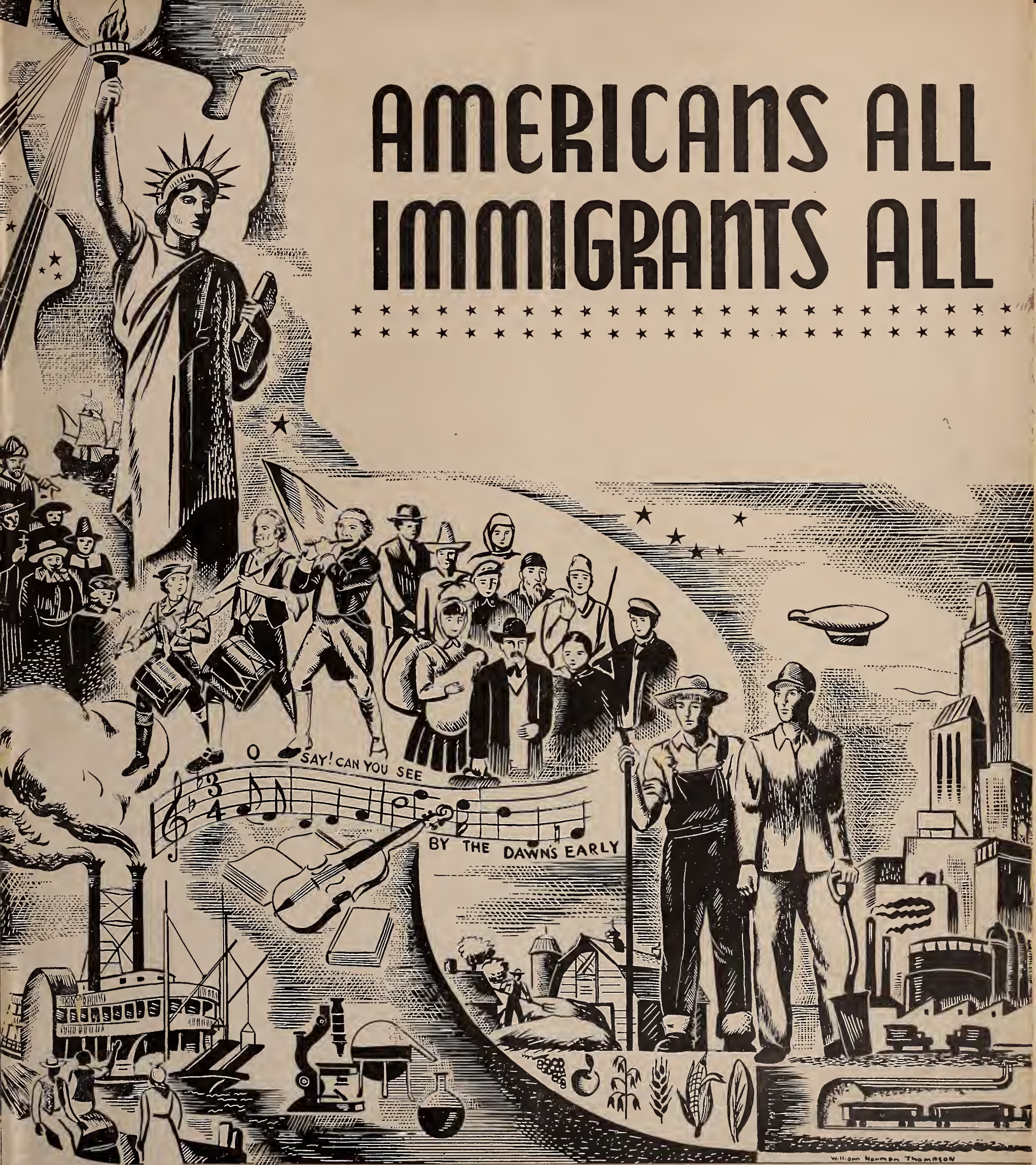


# AMERICANS ALL IMMIGRANTS ALL



UNITED STATES DEPARTMENT OF THE INTERIOR OFFICE OF EDUCATION



# AMERICANS ALL — IMMIGRANTS ALL

TWENTY-SIX dramatic radio broadcasts, spotlighting the contributions of various cultural groups to the economic, social, and political development of the United States, presented by the United States Department of the Interior, Office of Education, and the Columbia Broadcasting System with the cooperation of the Service Bureau for Intercultural Education, and assisted by the Works Progress Administration.

HAROLD L. ICKES  
*Secretary of the Department of the Interior*

JOHN W. STUDEBAKER  
*Commissioner of Education*

WILLIAM DOW BOUTWELL  
*Director, Radio Division, Office of Education*

RACHEL DAVIS-DUBOIS  
*Director, Service Bureau for Intercultural Education*

## THE PROGRAMS AND THEIR PURPOSE

THE "Americans All—Immigrants All" programs are designed to promote a more appreciative understanding of our growing American culture through the dramatization of the contributions made by the many groups which are a part of it. What

brought people to this country from the four corners of the earth? What gifts did they bear? What were their problems? What problems remain unsolved? This series dramatically presents the story of "Americans All—Immigrants All."

**1. Opening Frontiers.**—New trails are blazed, frontiers are pushed westward, and foundations of our great democracy are laid by newcomers from across the seas.

ADAMS, JAMES TRUSLOW. *The March of Democracy; the Rise of the Union*, Vol. I. Charles Scribner's Sons, N. Y. 1932.

MORGAN, JAMES. *The Birth of the American People*. Macmillan Company, N. Y. 1930.

**2. Our English Heritage.**—Rich experiences in self-government and basic liberties are introduced by the English in colonizing the northern Atlantic seaboard.

BROOKS, VAN WYCK. *The Flowering of New England*. E. P. Dutton Co., N. Y. 1936.

WILLIAMS, ELLIS A., and FISHER, F. J. *The Story of English Life*. Coward-McCann, N. Y. 1936.

**3. Our Hispanic Heritage.**—The Spaniards build missions and bring Andalusian cattle and horses into the Southwest.

OTERO, N. *Old Spain in Our Southwest*. Harcourt, Brace and Company, N. Y. 1936.

SANTEE, ROSS. *The Cowboy*. Farrar and Rinehart, N. Y. 1928.

**4. Scots, Scotch-Irish, and Welsh.**—Sturdy Scotch-Irish and Scots, vanguard of march to the West, settle along frontiers. The Welsh, lovers of song, discover coal and develop our mines.

FORD, H. J. *Scotch-Irish in America*. Princeton University Press, Princeton, N. J. 1915.

HARRIES, F. J. *Welshmen in the United States*. St. David's Society, N. Y. 1927.

JAMES, BESSIE ROWLAND, and MARQUIS, JAMES. *Courageous Heart*. Bobbs-Merrill, Indianapolis, Ind. 1934.

**5. Winning Freedom.**—Through cooperation and willingness to sacrifice both wealth and life, colonists win independence and preserve priceless principles and ideals.

BEARD, C. A. and M. R. *The Rise of American Civilization*. Macmillan Company, N. Y. 1937.

EATON, JEANETTE. *Leader by Destiny*. Harcourt, Brace and Company, N. Y. 1938.

**6. The Negro.**—From early colonial days, the Negro, who composes one-tenth of our population, plays large part in our economic and artistic life.

BRAWLEY, BENJAMIN. *The Negro Genius*. Dodd, Mead, and Co., N. Y. 1936.

BROWN, J. C. *The Story of the American Negro*. Friendship Press, N. Y. 1930.

WOODSON, CARTER G. *The Negro in Our History*. Associated Publishers, Washington. 1937.

**7. The French and Netherlanders.**—French fur traders and missionaries pioneer the Mississippi Valley; Netherlanders settle on Manhattan Island; French-Canadians work in lumber camps and mills of New England; diamond cutters come from Belgium; and French-speaking Swiss build up our cheese industry.

COFFIN, ROBERT P. T. *Kennebec: Cradle of Americans*. Farrar and Rinehart, N. Y. 1936.

REPPLIER, AGNES. *Pere Marquette, Priest, Pioneer, Adventurer*. Doubleday, Doran, and Co., N. Y. 1929.

WERTENBAKER, CHARLES. *Before They Were Men*. Liveright Publishing Co., N. Y. 1931.

**8. Upsurge of Democracy.**—Frontiersmen and newcomers unite to bring about decline of aristocracy. Eastern wage earners march in the ranks of the new democracy.

JAMES, MARQUIS. *Life of Andrew Jackson*. Bobbs-Merrill Co., Indianapolis, Ind. 1938.

ROOSEVELT, THEODORE. *The Winning of the West*. G. P. Putnam's Sons, N. Y. 1895.

**9. The Irish.**—Sons of old Ireland develop canals, railroads, and factories, enter the ranks of public service, and bring song, humor, and literature of a high order.

DUNNE, FINLEY PETER (ELMER ELLIS, ed.). *Mr. Dooley at His Best*. Charles Scribner's Sons, N. Y. 1938.

O'BRIEN, MICHAEL J. *The Irish in the United States*. Phoenix Ltd., Washington, D. C. 1914.

**10. The Germans.**—The Germans—Protestant, Catholic, and Jew—push frontiers westward, fashion the Kentucky rifle, build "Switzer" barn and

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### THE STAFF

*Program Executive:* PHILIP H. COHEN, Office of Education.

*Writing:* GILBERT SELDES, *Director Television*, Columbia Broadcasting System.

*Research:* PHILIP L. GREEN, Office of Education; RACHEL DAVIS-DUBOIS, Service Bureau for Intercultural Education; RUTH E. DAVIS, Office of Education.

*Production:* EARLE MCGILL and WILLIAM ROBSON, Casting Directors, Columbia Broadcasting System; MITCHELL GRAYSON, Office of Education.

*Music:* LEON GOLDMAN, Conductor, Columbia Broadcasting System; RUDOLF SCHRAMM, Office of Education; H. CHARLES PANTLEY, Office of Education.

*Administrative:* RICHARD P. HERGET, Business Manager. WM. A. WHEELER, JR., Assistant.

COLUMBIA BROADCASTING SYSTEM November 13—May 7  
Every Sunday Afternoon, 2:00 E.S.T.; 1:00 C.T.; 12:00 M.T.; 11:00 P.T.



# What Brought Us to the United States?

*Have you ever played with a magnet and a bunch of iron filings? Wasn't it amazing to see the bits of iron leap across space to reach and cling to the magnet? This story is about a magnet much larger and more powerful than you have ever imagined—one 3,000 miles long and 1,500 miles wide. A different kind of magnet, too, one that attracted not iron filings, but human beings, real live people. A magnet that attracted every type and variety of human being alive! White people, black people, yellow people; Catholics, Protestants, Huguenots, Quakers, Baptists, Methodists, Unitarians, Jews; Spaniards, Danes, Chinese, Japanese, Dutch, Bohemians, Italians, Austrians, Slavs, Poles, Roumanians, Russians—and I've only just begun; farmers, miners, adventurers, soldiers, sailors, rich men, poor men, beggar men, thieves, shoemakers, tailors, actors, musicians, ministers, engineers, writers, singers, ditch-diggers, manufacturers, butchers, bakers, and candlestick makers. That magnet was AMERICA.—From "We the People"—by LEO HUBERMAN.*

EVER since the dawn of history, man has been on the move, restlessly seeking new environments in an effort to satisfy his physical and other needs. In the main, his wanderings have been local in character, highlighted by occasional mass migrations which have had a marked effect upon the history of the world. Among such mass migrations may be cited the migration of the Israelites from Palestine to Egypt, of the Germanic tribes into the Roman Empire, of the Saxons and Danes to England, of the Moors from the north of Africa to Spain, and of the Mongols and the Tartars from the Orient to Central Asia.

Great as these migrations were and important as their effect was on the course of history, they did not compare with the stream of humanity that began to flow to this country early in the seventeenth century—a stream that assumed flood proportions toward the close of the nineteenth century.

Not only did the movement of peoples to our shores differ in magnitude from other migrations, it also differed in character. Whereas earlier mass migrations had consisted of the movements of tribes and distinct racial groups, the migration to the New World consisted of men of all races, nations, and creeds—a pageant of all the nations.

## Great Historic Freedoms

What motives impelled these people to uproot themselves from their homelands and to transplant themselves to a country where it was necessary to adjust themselves to a new environment and culture pattern? Many came for the love of adventure, answering the challenge of the unknown. Some were mercenary soldiers seeking new exploits. Others came because they were friendless down-and-outers and "ne'er-do-wells," seeking a chance to begin life anew. There were still others, like the Negroes, who although the majority did not come of their own free will, nevertheless contributed toil and labor to the making of America.

Commercial enterprise and the hope of economic gain have, of course, been important factors in the peopling of our country. So also has the search for freedom. In fact, the cherished moral ideals and objectives of the immigrants laid the foundations of our democratic ideals. These great historic freedoms include:

1. *Religious liberty*—freedom of conscience.
2. *Personal and political liberty*—freedom from political tyranny and oppression.
3. *Economic liberty*—freedom to use brain, brawn, and initiative to earn the best living possible.
4. *Intellectual liberty*—freedom of opinion, speech, assembly, and press.
5. *Cultural liberty*—freedom to establish institutions and to practice certain traditions and customs.

## ACKNOWLEDGMENT

In the Fall of 1935, President Roosevelt made the first allotment of funds to the Office of Education for educational broadcasting. In discussing the idea, he emphasized the need for programs that would make more significant the human struggle to achieve our freedom as safeguarded by our Constitution; the values of inter-American understanding and friendship; and the processes of building a finer and more enduring American culture by developing a greater appreciation of the rich heritages that have come to us through the many races and nationalities which make up our population.

Hence, the first series, "Let Freedom Ring," traced the evolution of human freedom and presented the contributions which old-world settlers had made to our conception of civil liberty. Then came "Brave New World," portraying the Latin-American contributions to democracy and to the general culture of the Americas. In April, 1938, he President in addressing the Daughters of the American Revolution unknowingly gave the title to the series "Americans All—Immigrants All" when he said, "Remember that all of us are descended from immigrants."

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The search for human freedom can be advanced, with historical warrant, as the basic reason for the presence in this country of about 130,000,000 people. Without question, this is the common denominator of our democracy.

## Religious Liberty

The vanguard of those seeking refuge from religious persecution arrived on the Mayflower and settled in Plymouth, Massachusetts. John Winthrop founded the Massachusetts Bay Colony as a refuge for Puritans. Maryland, later on, became the haven for persecuted Catholics. Rhode Island was founded by Roger Williams and his group of independent, religious free thinkers. Here, the Quakers found a ready welcome and the Jews, driven out of Europe, were allowed to build their synagogues. Toward the end of the seventeenth century, William Penn and his Quaker followers settled in Pennsylvania and cultivated the most friendly relationships with Indians, colonists, and new settlers alike.

To Manhattan Island and South Carolina came the French Huguenots, a group of French Protestants, whose guarantee of religious liberty had been revoked by the Edict of Nantes. During the nineteenth century, one of the early acts of the Mormons after settling in Utah was to contribute money toward building a Catholic church.

## Personal and Political Liberty

To escape political tyranny and oppression, thousands of people left their homes and crossed the Atlantic. Following their unsuccessful rebellion against the English, the Irish came in large numbers. So did the Germans when the Revolution of 1848 failed. Likewise, the Jews left Russia toward the close of the nineteenth century in order to escape intolerable conditions.

Among the great champions of personal liberty has been Thomas Paine, who turned the tide of victory during the Revolutionary War when he declared, "This is the cause for which we are ready to suffer and to die—Freedom for ourselves and the rest of the world." Another outstanding champion of personal liberty was Carl Schurz, one of the German forty-eighters, who supported men of principles and worthy causes regardless of political affiliations.

## Economic Liberty

Coupled with other motives, the newcomer has almost always been imbued with the hope of making a livelihood or of making profits for himself or for his employers. The first permanent settlement was established at Jamestown by the London Company to profit from gold mining and trade. New Hampshire was founded by Georges and Mason for the purpose of profit from trade and farming. The Carolinas were founded





by a group of nobles for the same purpose. It was a similar motive which led the Swedes to settle on the Delaware, the Netherlands to settle on Manhattan, the English to conquer New Amsterdam, and Berkeley and Carteret to settle New Jersey.

It was the hope of gain which brought the French to Louisiana and the Spaniards to Florida, New Mexico, and California. Likewise, at the close of the nineteenth century, it was the high wages and high standards of living which attracted the tide of people who poured in from south and eastern Europe.

### Intellectual Liberty

The fight of man to establish freedom of opinion, freedom of speech, and freedom of assembly is as old as man himself. For the last two hundred years, his fight for the freedom of the press has been equally important. Peter Zenger, who founded the *New York Weekly Journal* in 1733, registered a great triumph for the freedom of the press when he won his fight against

Governor Cosby of New York. Men of strong principles and ideas have always clashed with those who would mold them to a definite pattern and so enslave their minds. In this country, the thoughts and ideas of all men may be expressed freely and analyzed by everybody.

### Cultural Liberty

The United States has been greatly enriched as the result of cultural liberty. Here, the immigrant has often found the opportunity to practice and pass on to others those customs and traditions which have been handed down to him by his ancestors. The Christmas tree, Easter bunny, and New Year festivities are German in origin. Many of the festivals in California and the rodeo are Spanish in origin. Singing societies, folk dancing, games, cookery, and home life have been enriched by customs introduced from other lands.

Immigration has indeed proved to be a "wind that blows democratic ideas through the world."

## When We Came to the United States



- |      |  |      |  |      |  |
|------|--|------|--|------|--|
| 1536 | Spaniards begin to settle in California and in the Southwest.                | 1682 | The first Germans come to Pennsylvania.  | 1860 | Slavs and southern Europeans begin to arrive.  |
| 1565 | Spaniards establish St. Augustine, oldest city in the United States.         | 1690 | About 200 Scotch-Irish settle in Maryland.   | 1870 | More than 15,000 Chinese arrive to work on the railroads.  |
| 1607 | English establish Jamestown, the oldest English settlement in North America. | 1693 | English help to settle 600 German-Swiss in North Carolina.   | 1880 | Because of militarism and overpopulation in Germany, Germans again begin to arrive in large numbers.                                     |
| 1619 | Negroes are first brought in as slaves.                                      | 1699 | The Acadians come to Louisiana and reach as far as Biloxi in present-day Mississippi.                              | 1880 | Between 1880 and 1900, large numbers of Scandinavians arrive because introduction of machinery takes place of men on Scandinavian farms. |
| 1620 | English Pilgrims land at Plymouth Rock.                                      | 1700 | The Scotch-Irish settle along the frontiers.   | 1881 | For next 15 years, an average of nearly 500,000 arrive each year.  |
| 1624 | Walloons, from Netherlands, settle Fort Orange, now Albany, New York.        | 1710 | First German Protestants arrive in New York.   | 1882 | Idiots, lunatics, and persons likely to become public charges excluded.  |
| 1626 | Netherlanders establish New Amsterdam on Manhattan Island.                   | 1719 | Acadians establish New Orleans, Louisiana.   | 1890 | For next 30 years, Italians, Austrians, Hungarians, and Slavs pour into United States to supply demand for unskilled labor.              |
| 1628 | Persecuted Protestants establish the Massachusetts Bay Colony.               | 1720 | Between 1720 and 1750, 60,000 Germans come to Pennsylvania.  | 1890 | Ellis Island replaces Castle Garden as chief immigrant station.  |
| 1634 | Lord Baltimore and a group of English Catholics arrive in Maryland.          | 1732 | Oglethorpe founds Georgia.   | 1891 | More than 1000 Japanese arrive.  |
| 1636 | Roger Williams and his followers establish Rhode Island.                     | 1733 | German Lutherans, Italian Protestants from Piedmont, Scots, Swiss, Portuguese Jews, and English arrive in Georgia. | 1891 | The office of Superintendent of Immigration is established in the Treasury Department.   |
| 1636 | Connecticut is founded by Thomas Hooker and his religious group.             | 1737 | Irish laborers come to South Carolina.   | 1900 | More than 12,000 Japanese arrive.  |
| 1638 | Swedes and Finns settle along the Delaware River.                            | 1749 | About 600 Scots settle near Fayetteville, North Carolina.  | 1900 | Between 1900 and 1914, more than 3,000,000 Italians and about 6,000,000 people from Slavic countries enter.                              |
| 1639 | John Mason and his followers come to New Hampshire.                          | 1750 | Over 4,300 Germans and 1,000 English and Irish arrive in Pennsylvania.   | 1905 | Annual immigration first exceeds 1,000,000.  |
| 1654 | Twenty-three Portuguese Jews land at New Amsterdam from Brazil.              | 1790 | Between 1790 and 1820, around 234,000 newcomers arrive.  | 1907 | Immigration reaches all-time peak of 1,285,349.  |
| 1662 | Huguenots settle in Massachusetts on the present site of Oxford.             | 1807 | Slave trade is forbidden.  | 1907 | Immigration Commission is set up.  |
| 1663 | English nobles, with grant from Charles II, establish North Carolina.        | 1817 | 20,000 people come from Europe.  | 1917 | During World War and afterwards thousands of Mexicans cross the border.  |
| 1664 | English capture New Amsterdam and rename it New York.                        | 1819 | First United States Passenger Act, marking beginning of systematic immigration statistics.                         | 1919 | Flow of immigrants from Europe again gets under way.   |
| 1664 | Berkeley, Carteret, and others establish New Jersey.                         | 1842 | Annual immigration first reaches 100,000.  | 1921 | Temporary Quota Law, restricting immigration.  |
| 1670 | English make first permanent settlement in South Carolina.                   | 1847 | Annual immigration passes 200,000.   | 1924 | Permanent Quota Law, restricting immigration to 150,000 annually.  |
| 1670 | French fur traders and missionaries come to the Mississippi Valley.          | 1845 | Large German influx begins as a result of political unrest.  | 1938 | Annual immigration drops to about 70,000.  |
| 1679 | French Huguenots settle in South Carolina.                                   | 1847 | Irish begin to come in large numbers because of famine and political oppression.                                   |      |  |
| 1681 | The Quakers, led by William Penn, settle Pennsylvania.                       | 1851 | Annual immigration passes 300,000.   |      |  |
|      |  | 1853 | About 13,000 Chinese laborers arrive to work in the California gold mines.   |      |  |
|      |  | 1855 | Castle Garden, New York, established as principal immigrant station.   |      |  |



# The Development of Our Immigration Policy

*"Those who have come to our shores, representing many kindreds and tongues, have been welded by common opportunity into a united patriotism."*—FRANKLIN D. ROOSEVELT.

LONG before the Revolutionary War, the colonies enacted restrictive immigration laws. Many of these laws were based on religious prejudices, which, although somewhat softened in intensity, still existed when the new nation was born. Fear and consequent hatred of foreigners and foreign influence were widely prevalent in the early years of the Republic.

John Adams, Alexander Hamilton, Patrick Henry, John Jay, and other prominent statesmen opposed the introduction of aliens into the political or economic life of the country. Thomas Jefferson believed that natural expansion of the existing population would be sufficient to meet the country's needs. Even George Washington, in 1794, said:

My opinion with respect to emigration, is that except of useful mechanics and some particular descriptions of men or professions, there is no need of encouragement.

The prevailing spirit found expression in stringent naturalization laws which, however, were soon modified.

## The Open Door

While the Federal Government was not unmindful of its inherent right to determine who might or might not come or remain within its borders, yet for a hundred years after the Revolutionary War ended, the country's doors were open to all who chose to enter regardless of race, of physical, mental, or economic condition, of religious or political affiliation, or even of moral character.

An era of comparative tranquillity prevailed toward immigration until the 1840's when a great flood of immigrants focused hostility against the Germans and Irish, a feeling which continued until the outbreak of the Civil War. A strong movement developed in Congress in favor of regulating or even limiting immigration. But nothing came of it. In a message to Congress in 1841, President Tyler gave expression to a sentiment that grew stronger with the passing of the years. He said:

We hold out to the people of other countries an invitation to come and settle among us as members of our rapidly growing family, and for the blessings we offer them we require of them to look upon our country as their country and unite with us in the great task of preserving our institutions and thereby perpetuating our liberties.

The open-door policy continued, for Congress was reluctant to abandon the time-honored belief that the United States had been dedicated at the beginning as a refuge for the oppressed people of all nations. Such legislation as was enacted during this period, including three laws for the improvement of conditions on immigrant-carrying ships, indicated the sympathetic attitude of Congress toward the incoming multitudes.

Congress again favored the foreign-born by providing that aliens who had declared an intention to become citizens might enjoy the benefits of the Homestead Act of 1862. This privilege was later on destined to accelerate the settlement of public lands in the West.

Because man power in industry and agriculture had been depleted during the War Between the States, a Federal law to stimulate immigration was enacted in 1864, but it was soon repealed when peace was restored.

## Federal Control

In the absence of federal action, several seaboard States attempted immigration control but, after many years of effort, the Supreme Court held that Congress alone had such power. Congress assumed this power in 1882 when it reluctantly passed the first general immigration law which provided only that idiots, lunatics, persons likely to become a public charge, and criminals other than political offenders should be denied admission.

This law marked the beginning of a policy of *quality selection* which dominated all subsequent legislation.

In 1882, because of Western opposition, Chinese laborers were excluded—a policy subsequently extended to include practically all Orientals. In 1884, a law forbidding the importation of foreign labor under contract was passed but necessary skilled laborers and members of learned professions were exempted. Thus was Washington's opinion unwittingly honored.

While Congress was developing a more stringent selective policy, immigration increased by leaps and bounds with a shift in the incoming tide from Northern and Western to Southern and Eastern Europeans. Unable to function economically, socially, or politically in their home lands, a steady stream of immigrants was spreading over the United States in answer to the demand for unskilled labor. For more than thirty years, the words of Emma Lazarus, carved on the pedestal of the Statue of Liberty, had vital meaning:

Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, the tempest-tost, to me:  
I lift my lamp beside the golden door.

## Checking the Tide

The endless stream of newcomers, whose economic and political backgrounds differed from those of the earlier immigrants, led to a search for some method of checking the new immigration. With this end in view, the application of a literacy test was advocated. Presidents Cleveland and Taft had vetoed acts which contained this provision and President Wilson twice repudiated it. However, it became part of the General Law of 1917 over presidential objection. In a reference to the immigrants, President Wilson said:

Some of the best stuff in America has come out of foreign lands and some of the best stuff in America is in the men who are naturalized citizens of the United States.

In the meantime, during the administration of President Theodore Roosevelt, a Gentlemen's Agreement had been made with Japan in 1907, whereby Japan undertook to check the emigration of Japanese laborers to the United States.

Immigration from Europe was largely suspended during the World War, but it rapidly increased thereafter until it was checked by the temporary Quota Limit Law of 1921 and definitely limited by the permanent Quota Limit Law of 1924. By this law, immigration was restricted to 150,000 annually, with quotas allotted to the various nations based on the Census of 1890. In 1929, the quota based on the Census of 1920 went into effect, bringing the total immigration quota to about 153,000 annually.

## Our Present Policy

The theory that America should be a refuge for the oppressed of all nations has been quite generally honored in shaping our immigration policy. However, the United States is no longer a refuge for the oppressed peoples of all the world in the same way as it was in the past.

Our present policy is that immigration shall be limited to a fixed number, that such immigrants shall be of good character and well disposed toward American institutions. For, in the words of former President Coolidge:

Whether one traces his Americanism back three centuries to the Mayflower or three years to the steerage is not half so important as whether his Americanism today is real and genuine. No matter on what various crafts we came here, we are all now in the same boat.



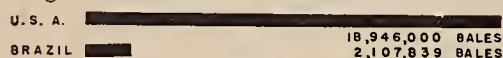
# The Immigrant and Our Economic Progress

*The greatest wealth of any nation is its people.*—ALLEN H. EATON.

TO PAINT an adequate picture of the part which the immigrant has played in the economic progress of the United States, it would be necessary, as Rudyard Kipling says, "to splash at a ten-league canvas with brushes of comet's hair." The industrial and agricultural greatness of the United States has been made possible by the brawn and brain of the immigrants and their children.

## Cotton

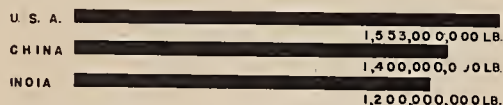
The important part played by the *Negro* in the agricultural life of the South is nowhere more vividly portrayed than by the story of King Cotton. Cotton production, which amounted to 85,000,000 lb. in 1810, doubled every ten years for the following three decades. By 1840, two-thirds of the world's cotton supply was produced in the South and, by 1850, cotton valued at \$98,000,000 was raised. In 1937-1938, the United States produced four times as much cotton as the rest of the world.



Much of the credit for this amazing achievement goes to the *Negro* whose labor has been the foundation of our Cotton Kingdom.

## Tobacco

The story of tobacco is, too, largely the achievement of *Negro* labor. In 1618, the Virginia planters exported 20 lb. of tobacco, which increased to 1,500,000 lb. in 1639 and reached a total of 53,000,000 lb. in 1773. In 1937, the United States raised more than one-fourth of the world's tobacco supply.



In addition to his labor in the cotton and tobacco fields, the *Negro* has also helped to make profitable the production of rice and sugar.

## Railroads

The railroad played a great part in the settling of the West. With the completion of the Erie

Canal, the *Irish* transferred their energy and labor to building tracks for the transcontinental railroad. The *Chinese* also labored on the western end. Today, *Irish*, *Chinese*, *Italian*, and *Mexican* laborers help to maintain the railroads. In 1937,



almost one-half the world's miles of railways were in our country.

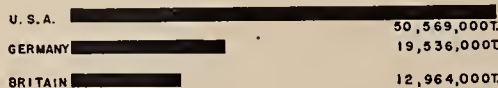
## Automobiles

Natural resources and inventive genius have enabled us to produce each year three times as many automobiles as the rest of the world put together. The work of the *Poles*, *Slavs*, *Mexicans*, and other groups has been an important factor in this phenomenal growth.



## Steel

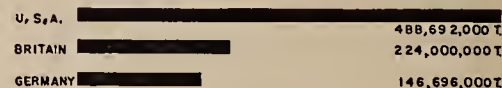
Early colonial iron mills were operated by the *Germans*, whose muskets, made in Nazareth, Pa., were used by the continental troops. In later years, the *Poles* and *Slavs* have labored in the great steel mills of Ohio, Pennsylvania, Indiana, and New York. It is the endurance and physical heritage of these sturdy people that have made it possible for us to lead the world in the production of steel.



## Coal

The *Welsh* with the *Scotch-Irish* were the first to develop our coal mines in Pennsylvania and

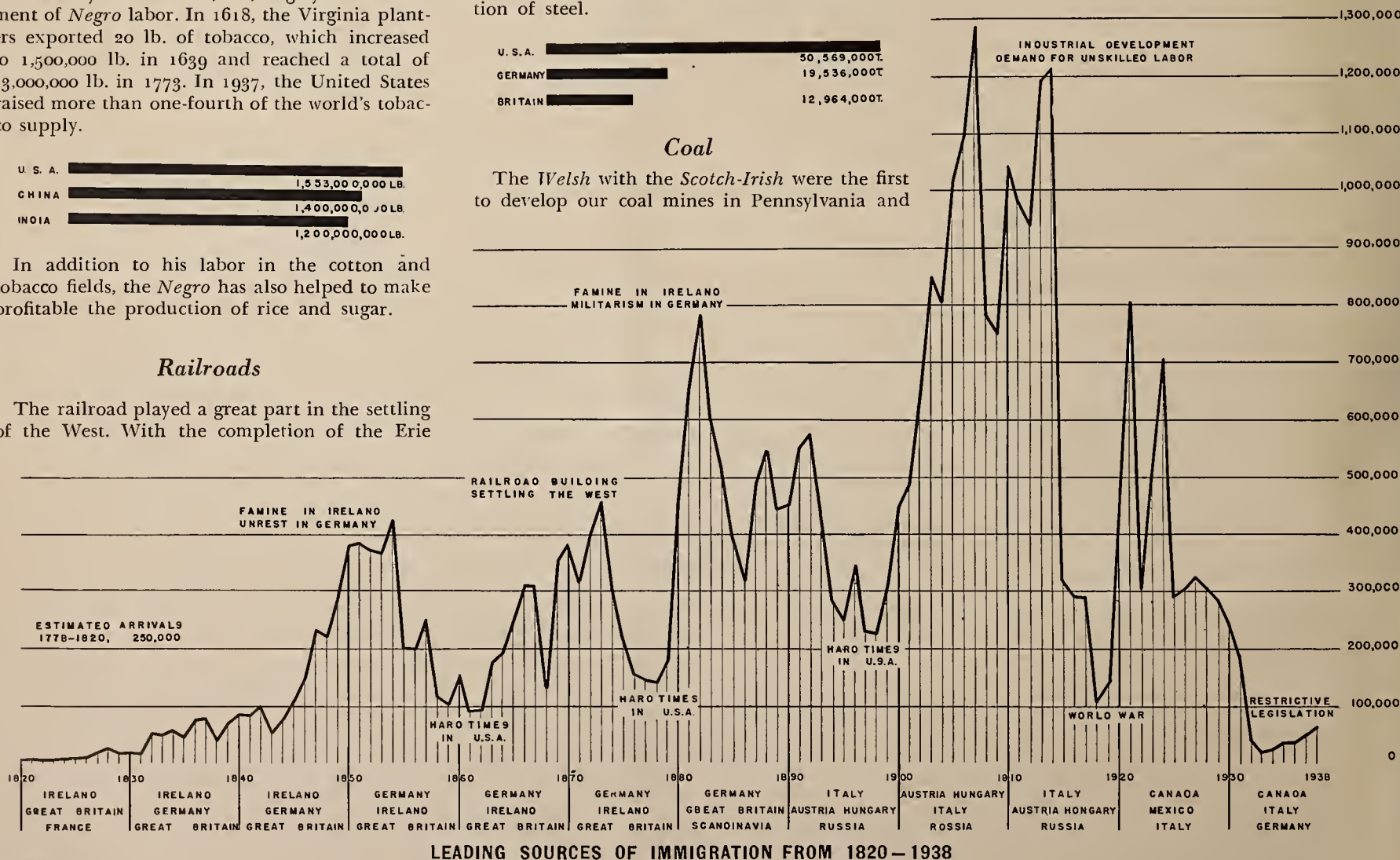
West Virginia. These, together with the *English*, *Irish*, *Germans*, *Poles*, and *Slavs*, have made us the chief coal producer of the world.



## Farming

Our debt to the *German* farmer is great, for he made the wilderness blossom in Pennsylvania, Ohio, Wisconsin, Iowa, and Missouri. To Minnesota and surrounding states came the *Swedes*, *Norwegians*, and *Finns* with their advanced co-operative methods and the *Danes* with their dairy methods. . . . Sturdy *Czechs* farmed Nebraska and Iowa. The *Swiss* in Wisconsin helped us to become the greatest cheesemakers in the world. The *Russians* brought us important seed varieties of wheat, rye, oats, buckwheat, sunflowers, and millet.

*Finns* and *French-Canadians* in the lumber camps of Maine and Washington have made it possible for us to produce more than 24 million board feet of lumber in one year. . . . *Portuguese* are prominent in the New England fisheries as are the *Finns* on the Pacific Coast. . . . The *Greeks* have developed a flourishing sponge industry in Florida. . . . *Italians* are engaged in the marble quarries of Vermont and on truck farms of New Jersey and California.





# Pulling Together — The American Way

*America is made up of the cultural strains of many countries. The mere knowledge of this matchless wealth is an inspiration to anyone who knows it.*—ALLEN H. EATON.

NATURE has blessed this country with great natural wealth, but immigration has brought us even greater riches in the form of human resources. Andrew Carnegie, himself an immigrant, was well aware of this when he said, "Take away my factories, my railroads, my ships. Take away my money, strip me of all these things, but leave me my men, and in two or three years, I will have everything back again."

## Priceless Gifts

Transforming her immigrants as they have come, the United States has, in turn, been enriched and transformed by them. The immigrant has played an important part in our cultural as well as in our economic life. One immigrant, Franklin K. Lane, who became Secretary of the Interior, wrote feelingly of the contributions which the immigrant has made to American life.

Their music—dirge and dance and wassail song, proud march and religious chant, and their instruments for the making of music.

BULGARIA	65,424
WALES	86,233
CZECHOSLOVAKIA	110,928
BELGIUM	155,024
RUMANIA	155,496
TURKEY	155,568
CENTRAL AND SOUTH AMERICA	164,568
SPAIN	168,913
NETHERLANDS	249,059
PORTUGAL	254,496
JAPAN	277,162
SWITZERLAND	292,153
DENMARK	333,900
CHINA	379,982
POLAND	407,366
GREECE	427,006
WEST INDIES	438,633
FRANCE	588,023
SCOTLAND	732,587
MEXICO	768,453
NORWAY & SWEDEN	2,018,640
ENGLAND	2,629,335
CANADA AND NEWFOUNDLAND	2,957,422
RUSSIA	3,343,088
AUSTRIA & HUNGARY	4,138,333
IRELAND	4,588,464
ITALY	4,692,447
GERMANY	5,938,822

IMMIGRATION FIGURES FOR SOME COUNTRIES FROM 1820-1936

## RECORDINGS of "Americans All—Immigrants All"

Many organizations, churches, schools, and colleges have requested that "Americans All—Immigrants All" be made available in recorded form. The Office of Education, by special arrangement with the Columbia Broadcasting System, the Committee on Scientific Aids to Learning, the American Federation of Musicians, and the Music Authors and Publishers Protective Association, have recordings for non-commercial use in both 33 $\frac{1}{3}$  r.p.m. and 78 r.p.m. (suitable for use on phonographs). For complete information regarding the recordings, write to: *Educational Radio Script Exchange*, Radio Division, Office of Education, Washington, D. C.

Their poetry—winged tales of man's many passions, folk songs and psalm, ballads of heroes and tunes of the sea, lilting scraps caught from the sky and field, or mighty dramas that tell of primal struggles of the profoundest meaning.

Their art—fancies of the mind, woven in wood or wool, silk, stone, or metal, rugs and baskets, gates of fine design and modeled gardens, houses and walls, pillars, roofs, windows, statues and painting—their art and handcraft.

Homelike familiar things—a favorite tree or fruit, an accustomed flower, a style in cookery or in costume.

Hands with which to work.

Minds that could conceive.

Hearts filled with home—stout hearts to drive live minds; live minds to direct willing hands.

Irish song and wit, German thrift and industry, Scottish virility and genius, English love of law and order, Scandinavian honesty and love of home, Negro fervor in song and story, Mexican enjoyment of life, Indian customs and traditions, Slavic dance and folk song, neatness and thoroughness of the Netherlands, Italian love for art and music, and philosophic tendencies of the Oriental for the beautiful, are but a few of the strands that may be found woven into our national pattern.

## The Art of Living Together

Barriers that once existed between racial and national groups in this country are fast disappearing. Cooperative effort and healthy respect are taking their place. We are "learning to understand other peoples to understand ourselves." The newcomers brought with them an ardent desire to improve their conditions. They quickly availed themselves of the opportunity which the public school offered them.

The school took "the child of the exile of Hungary, of the half-starved emigrant from the Emerald Isle, and of the hardy Norwegian, and placed them on the same bench with the offspring of those whose ancestors' bones bleached upon the fields of Lexington." The library, the church, the motion picture, and radio are also powerful educational agencies in molding the pattern of the New American.

## Milestones of Progress

The immigrant has always been a firm devotee of the ideals of democracy, for in most cases he has suffered religious, political, military, or other oppression. Even in the United States, democracy did not begin full tilt. But, just as the frontier has been conquered, so too the areas of human rights and freedoms have been extended.

The abolition of slavery, universal suffrage, the grant of full rights of citizenship to women, labor legislation, and property rights have all been milestones in the onward march of democracy.

The immigrant has not been unmindful of the blessings conferred upon him in this country. He has adjusted himself quickly to his new environment. In every crisis, he has faithfully stood by our country and institutions. He has striven to teach his children to love and honor the land which harbors them.

All human history teaches us that the price of human liberty is the continuous enlargement of that liberty. The only safe principle of democracy is justice, equity, and equal respect among all our people. Great unfinished tasks remain for us to solve. Our common loyalty must hold high the torch and pass it on, with fire unquenched, to the citizen of tomorrow.



# THEY HAVE A



TYPICAL CONTRIBUTIONS TO  
AMERICAN INDUSTRY AND CULTURE



# UILT A NATION





# Are People Really Different?

"Democracy means not 'I'm as good as you are' but 'you're as good as I am.'"—THEODORE PARKER.

IMMIGRATION has made the United States the most composite nation on earth. More peoples of widely different national and racial origins have been brought together and welded into a single political, economic, and social system than anywhere else in the world.

What constitutes a race? Does each race have certain hereditary characteristics which determine its mental life and social behavior? Is there a racial stock which is superior—physically, mentally, and morally—to other racial stocks? Just what differences, if any, exist between those who were born here and those who have adopted this country as their home land?

There is no such person as a native American, nor was there ever such a person if we are to be strictly accurate. We are told that even the American Indian is an immigrant who came from far-off Asia by way of the Bering Straits and Alaska. Our ancestors may have come on the Mayflower or in the steerage, we may be descended from immigrants who settled here generations ago, or we may have come direct from other lands, yet one fact remains crystal clear—WE ARE ALL IMMIGRANTS.

## Physical Characteristics

From the physical standpoint, races do have certain very definite differences that are obvious. One of the most obvious is that of color. White, black, yellow, red, brown, and yellow-brown are the colors we usually associate with certain racial types. Some of us are tall, blond, and blue-eyed. Others are short, dark, and brown-eyed. Some people have long, narrow heads while others have short, round heads. However, the same physical differences may be found not only between racial and national groups, but also between individuals within the nation, tribe, or family.

## Mental Characteristics

In answer to the contention that certain racial groups are mentally superior to others, Franz Boas, an outstanding scientist, says, "No one has ever proved that a human being through his descent from a group of people must of necessity have certain mental characteristics. . . . If we were to select the most intelligent, imaginative, energetic, and emotionally stable third of mankind, all races would be represented."

Hooton, another scientist, is even more emphatic. He declares that "each racial type runs the gamut from idiots and criminals to geniuses and statesmen. No type produces a majority of individuals from either end of the scale. There are no racial monopolies of either human virtues or vices."

Carefully controlled intelligence tests given by educators and scientists to different racial groups show that, where environment and social conditions are the same, no group can claim mental superiority. In fact, it has been clearly apparent that "man, everywhere, is basically and fundamentally similar" and that his differences, be they physical, mental, or moral, are determined not by race so much as by the social conditions and opportunities around him.

## Important Findings

The assimilation of different groups within the United States would seem to show that:

1. *Under favorable conditions of equal opportunity, all racial groups, whatever their original homeland conditions and status, are capable of rapid social change both as individuals and as groups.*

"It can easily be shown," says one scientist, "how dependent mental differences are upon social conditions. For instance, exact observations have been made on Negroes who have moved from the country to the city and it has been shown that assimilation of these people to

the behavior of the city population takes place within a few years.

"Likewise, it has been shown in the case of Italian immigrants that they grow to resemble the Americans in behavior the longer they have been in this country, provided they do not remain isolated. One of the most instructive illustrations of this assimilation is the ease with which children adopt the dialect and manner of expression of their environment."

2. *All groups, under the stimulus of opportunity and contact, have capacity to produce exceptional individuals of high creative ability or genius and thus help build up and perfect human culture.*

The Nordic and Slav, the southern European and Jew, black, white, brown, and yellow have all produced men and women of outstanding brains and genius. To confirm these statements it is only necessary to read, in the pages that follow, the contributions of the immigrant and his descendants to American life.

Research studies, conducted on an objective basis, prove that individual brilliance may be and is, found in all groups.

3. *Under the influence of a common environment, physical and cultural, the offspring of different racial and national groups in a democracy tend toward a common culture with common customs and ideals.*

John Dewey has emphasized that, "in a democratic society, individuals give freely to others of the peculiar value, essence, quality, and contribution of the group to which they belong, and receive freely the corresponding treasures of other groups, and this without violence to the complete uniqueness of the group."

At birth, no individual has any culture and so the culture he eventually acquires is the one he finds around him and is capable of assimilating. However, "new conditions bring the need of new ideals and new emphasis on certain aspects of old ideals." Civilization itself is not only safeguarded but advanced when a nation, composed of many races, finds it possible for each racial group to "function creatively in building the culture of the race into the whole culture pattern."

4. *Within the framework of common political and economic institutions, a variety of cultural elements makes for a richer and more active social culture.*

In all history, some of the most advanced civilizations have been the product of a mixture of cultures. No great nations or civilizations have been born in isolation. Inbreeding inevitably results in one-sidedness and, eventually, in stagnation and decadence.

Spain was at its greatest "when the mixture of peoples was at its height." England grew great because the ingredients of many racial groups ran in the Englishman's blood. The United States will continue to be great because the intermingling of many groups tends to build a culture or civilization that unifies the best of their contributions.

5. *A civilization of many different elements develops religious, social, and cultural tolerance. It also creates ability which may permit it to grow and change.*

## Immigration from 1820 to 1936

Albania . . . . .	2,846
Austria and Hungary . . . . .	4,138,333
Belgium . . . . .	155,024
Bulgaria . . . . .	65,424
Czechoslovakia . . . . .	110,928
Denmark . . . . .	333,900
Estonia . . . . .	1,839
Finland . . . . .	18,310
France . . . . .	588,023
Germany . . . . .	5,938,822
Great Britain:	
England . . . . .	2,629,335
Scotland . . . . .	732,587
Wales . . . . .	86,233
Not Specified . . . . .	793,741
Greece . . . . .	427,006
Ireland . . . . .	4,588,464
Italy . . . . .	4,692,447
Latvia . . . . .	3,918
Lithuania . . . . .	7,166
Luxembourg . . . . .	854
Netherlands . . . . .	249,059
Norway and Sweden . . . . .	2,018,640
Poland . . . . .	407,366
Portugal . . . . .	254,499
Rumania . . . . .	155,496
Russia . . . . .	3,343,088
Spain . . . . .	168,913
Switzerland . . . . .	292,153
Turkey in Europe . . . . .	155,568
Yugoslavia . . . . .	53,394
Other Europe . . . . .	21,309

TOTAL FROM EUROPE . . . 32,434,685

China . . . . .	379,982
India . . . . .	9,704
Japan . . . . .	277,162
Turkey in Asia . . . . .	205,317
Other Asia . . . . .	38,858

ASIA COMPLETE TOTAL . . . 911,023

Canada and Newfoundland . . .	2,957,422
Mexico . . . . .	768,453
Central America . . . . .	46,919
West Indies . . . . .	438,633
South America . . . . .	117,649
Other America . . . . .	40

AMERICA TOTAL . . . . . 4,329,116

AFRICA . . . . .	25,311
AUSTRALIA-NEW ZEALAND . . .	53,739
PACIFIC ISLANDS . . . . .	10,610
NOT SPECIFIED . . . . .	254,066

TOTAL FROM ALL COUNTRIES 38,018,550

From 1931 to 1938, departures have exceeded admissions by 203,694.



# Our Gifts to Science and to Agriculture

THE brawn, brain, and inventive genius of the immigrants and their descendants have made the United States a world leader in science and industry. In reading about this pageant of achievement, which is unique in human history, you will also learn something about the **diverse racial origins** of those who laid the gifts on the "altar of America." Here they are—IMMIGRANTS! SONS OF IMMIGRANTS! AND SONS OF SONS OF

IMMIGRANTS!—men and women who have thrilled the worlds of science and industry, the arts and crafts, and social progress and government. The *italics* indicate the racial origin of each individual or a major racial group from which he is descended, although it should be kept in mind that a person's ancestors frequently include many racial strains. The achievements listed are suggestive rather than exhaustive.

## Medicine



Use of cocaine as local anesthetic first introduced by Carl Koller, *German Jew* . . . ether first demonstrated to the world in surgical operation by William Morton, *Scot* . . . first successful operation on human heart performed by Daniel H. Williams, *Negro*.

Schick Diphtheria Test devised by Dr. Bela Schick, *Hungarian Jew* . . . pioneer work in antiseptics by Henry Banga, *Swiss*, and many lives saved during World War through contributions to aseptic surgery of Alexis Carrel, *French* . . . preventive compound for cholera and typhoid fever discovered by F. G. Novy, *Slovak* . . . apparatus for electric blood transfusion perfected by D. J. Calicchio, *Italian*.

Charles and William Mayo, *Irish*, have made surgery almost as reliable a science as bookkeeping . . . Charles McBurney, *Scotch-Irish*, discovered McBurney's Point as a sign for the necessity of operating for appendicitis.

Discovery that the disease pellagra was due to faulty diet made by Joseph Goldberger, *German Jew* . . . typhus and typhoid fever distinguished by Alfred Stillé, *Swede* . . . human blood classified in different types by Karl Landsteiner, *Austrian Jew* . . . research work in combatting syphilis and yellow fever by Hideyo Noguchi, *Japanese*.

Expert on infantile paralysis and meningitis is Simon Flexner, *German Jew* . . . first removal of human ovary by Ephraim MacDowell, *Scot* . . . one of the famous authorities on plastic surgery is V. Kazanjian, *Armenian* . . . world authority on venereal disease is Vecki Victor, *Yugoslav* . . . Edward Trudeau, *French*, began sanatorium treatment for tuberculosis . . . Clifford Beers, *English-Netherlander*, founder of mental hygiene movement.

Discovery that mosquitoes carried yellow fever made by Walter Reed, *English* . . . malaria driven out of Panama by General William C. Gorgas, *Scotch-Irish-Netherlander* . . . first hospital in colonies founded by Dr. Thomas Bond, *Welsh*.

## Physics



Our great electrical wizards have been: Joseph Henry, *Scotch-Irish*, who helped to invent the telegraph . . . Charles Steinmetz, *German-Polish*, mathematical genius and electrical scientist, who had one of the world's most inventive minds . . . Thomas Edison, *Scot-Netherlander*, who invented electric light bulb and phonograph . . . Michael Pupin, *Yugoslav*, who perfected tuning-in mechanism of radio. . .

Nicola Tesla, *Yugoslav*, who made extensive use of electrical power possible . . . Vladimir Karapetoff, *Armenian*, inventor of electrical devices.

Most distinguished physicist on light rays is Albert A. Michelson, *German Jew* . . . on x-rays, Arthur H. Compton, *English* . . . on cosmic rays, Robert Millikan, *Scotch-Irish* . . . outstanding investigator of Röntgen ray is Mihran Kassabian, *Armenian* . . . through work on electrotechnics, expansion of telephonic and telegraphic communication made possible by E. F. W. Alexanderson, *Swede* . . . John Kruesi, *Swiss*, helped Edison develop electric incandescent lamp, dynamo, and phonograph.

## Astronomy



First observatory put up by Ephraim Williams, *Welsh* . . . many of our early-day almanacs based on astronomical studies and computations of David Rittenhouse, *German-Welsh* . . . Lick Observatory, California, and Yerkes Observatory, Wisconsin, founded by James Lick and Charles Yerkes, *Germans* . . . for pictures of many of the stars, Dorothy Klumpke, *German*, achieved much fame . . . famous mathematician and everyday almanac maker was Benjamin Banneker, *Negro*, who also helped L'Enfant, *French*, to lay out Washington, D. C.

## Chemistry

Ephedrin, drug used as base for cold remedies, discovered by K. K. Chen, *Chinese* . . . adrenalin and diastase, discovered by Jokichi Takamine, *Japanese* . . . grape sugar changed into tartaric acid by Mooshegh Vaygoony, *Armenian* . . . George Washington Carver, *Negro*, made 145 products from peanut, 100 products from sweet potato, and 60 products from the pecan . . . fermented milk product of high curative values discovered by H. M. Dadoorian, *Armenian*.

## Exploration

A pilot on one of Columbus' ships was Pedro Alonzo, *Negro* . . . first explorers in New Mexico led by Estévanico, *Moroccan* . . . first settlers of Alabama, who accompanied De Soto in 1540, were Robles, *Negro*, and Feryada, *Greek* . . . first reliable map of Virginia and Maryland made by Augustine Herrman, *Czech*.

Lewis, *Welsh*, and Clark, *English*, led the famous expedition to the Northwest . . . 1903 Ziegler Expedition to the North Pole led by Anthony Fiala, *Czech* . . . North Pole discovered by Robert Peary, *French-English*, accompanied by Matthew Henson, *Negro* . . . first to fly across South Pole was Richard Byrd, *English*.

## Other Sciences

First of American geologists was William McClure, *Scot* . . . the great naturalist, John J. Audubon, *French-Spanish*, taught us about birds of America . . . many inspired to study natural sciences by Louis Agassiz, *French* . . . Henry D. Thoreau, *Huguenot*, was great naturalist and writer . . . famous anthropologists are Franz Boas and Edward Sapir, *German Jews*, and Ales Hrdlicka, *Czech*.

International authority on zoology and botany is Leonhard Steiniger, *Norwegian* . . . expert on function of cell and fertilization is Ernest Just, *Negro* . . . first botanical garden in world founded near Philadelphia by John Bartram, *Welsh*, early in 18th century . . . public garden, established in Georgia by General Oglethorpe, *English*, served as our first agricultural experiment station . . . scientific breeding of plants demonstrated by Luther Burbank, *English-French-Netherlander-Scot*.

## Philosophers

Famous philosophers: Wm. James, *Welsh-English* . . . John Dewey, *Irish* . . . Santayana, *Spaniard* . . . Jiddu Krishnamurti, *Hindu*.

## Agriculture

First vineyard in our country was set out by Jean Jacques Dufour, *Swiss* . . . oranges, olives, dates, and grapes were brought to California by Fray Junipero Serra, *Spaniard* . . . fig cuttings were imported by Denotovitch of Fresno, *Yugoslav* . . . wild strawberry developed into large table variety by Johann Schwerdkopf, *German*, who came to Long Island before Revolutionary War.



Alfalfa seed, known as Lucerne, brought to Minnesota and developed by Wendelin Grimm, *German*, in 1858 . . . hardy alfalfa for prairies of northwest, brought from Siberia and Turkestan by Niels Hansen, *Dane* . . . mower and reaper invented by Cyrus McCormick, *Scotch-Irish*.

Simple tests to determine whether soil needs nitrogen, phosphates, or potash devised by George Hoffer, *German* . . . pasteurization introduced by Julius Moldenhawar, *Dane* . . . orange that will stay on tree for months after ripening propagated by Lue Gim Gong, *Chinese* . . . honey industry revolutionized by Frank Jaeger, *Yugoslav*.

Early cooperative creamery at Clark's Grove, Minn., organized under leadership of Hans Jensen, *Dane* . . . first to find trichina spiralis in hogs and hookworm in cats was Joseph Leidy, *German* . . . International Institute of Agriculture established by David Lubin, *Polish-Jew*.

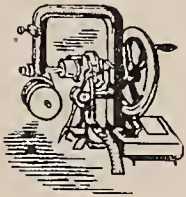


# Our Gifts to Industry and Commerce

## Inventions

First clock in America constructed to strike the hours built by Benjamin Banneker, *Negro*, in 1790 . . . early flour-milling machinery by Oliver Evans, *Welsh* . . . iron comb, made by a *Negro* to help cotton pickers, gave Eli Whitney, *English*, idea for his cotton gin . . . screw propeller and revolving turret on battleship invented by John Ericsson, *Swede* . . . first patent to a *Negro* granted to Henry Blair for corn harvester in 1834 . . . comb-making machine built by Nathaniel Jones, *Welsh*.

First zipper fastener invented by Gideon Sundbäck, *Swede* . . . green coloring matter used in our paper dollar invented by Dr. Seropian, *Armenian* . . . machine for lasting shoes built by Jan Matzeliger, *Haitian*, in 1852 . . . self-starter automobile clutch invented by Victor Bendix, *Swede*; also developed four-wheel brakes and carburetor . . . steam-boiler furnace, electrical airbrakes, and incubator invented by Granville T. Woods, *Negro* . . . inventor of carborundum was E. G. Acheson, *English*.



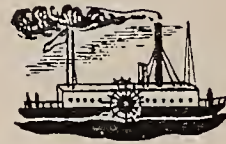
Sewing machine invented by Elias Howe, *English*, in 1846 . . . lubricating cup, used on locomotives and marine engines, invented by Elijah J. McCoy, *Negro* . . . discovery of artificial rubber by Father Nieuland of Notre Dame, *Belgian*, broke the British hold on rubber . . . induction motors invented by Nicolas Tesla, *Yugoslav* . . . co-discoverer of process for making luminous paints was John Sochocky, *Ukrainian* . . . fireproof stairs and library bookstacks invented by Neils Poulson, *Dane* . . . Stilson wrench invented by Daniel Stilson, *Swede*, in 1875.

Bakelite, a substitute used for ivory and bone in making toilet articles, invented by Leo Baekeland, *Belgian*. He discovered velox, a paper used by photographers, and made several other discoveries through experimenting with the electrolytic cell . . . one of our earliest elevators was built by Dr. Nils Collins, *Swede*, a Philadelphia pastor . . . the condensor used in radios and electric motors is the result of work done by Alexander Georgiev, *Bulgarian* . . . numerous inventions of a wide and varied nature in connection with steam turbines were developed by Oscar Junggren and by Carl Söderburg, *Swedes* . . . huge machines used for knitting are the invention of Ladislaus Robaczynski, *Armenian* . . . outstanding typewriter designer is Carl Gabrielson, *Swede*.

Airbrake invented by George Westinghouse, *English-Netherlander* . . . "scientific divining rod" used in electro-magnetic method of locating metal ore, petroleum, and other minerals devised by Hans Lundberg and Karl Sundberg, *Swedes* . . . in inventing telephone transmitter and motion-picture projector, Edison, *Scot-Netherlander*, helped by Emile Berliner, *German Jew* . . . accuracy gauges from which precision machinery is made, invented by Carl Johansson, *Swede* . . . process for making artificial stone invented by Michael Tymofiev, *Ukrainian* . . . pioneer in radio work and sound motion pictures was Lee De Forest, *French-English*.

## Transportation

First steamboat built and taken down Ohio and Mississippi by Nicholas Roosevelt, *Netherlander* . . . first elevated railroad in New York City was built by José Francisco de Navarro, a *Spaniard*, in 1878 . . . first demonstration of steam railroad in practice by John Stevens, *English*, in 1825 . . . the Clermont, our first commercially successful steamboat, built by Robert Fulton, *Irish* . . . greatest of clipper ships, Rainbow and Sea Witch, built by John Griffith, *Welsh* . . . wagons and automobiles produced by Studebaker Brothers, *German*.



Inventor of modern suspension bridge was John Roebling, *German*, who built beautiful Brooklyn Bridge . . . the Niagara cantilever bridge, for heavy railroad traffic, invented by Charles Schneider, *German* . . . the Northwest opened up by railroad builder James J. Hill, *Scotch-Irish* . . . transatlantic flier, Charles Lindbergh, and airship commander, Charles Rosendahl, *Swedes*.

## Manufacturing

Window glass manufactured by Caspar Wistar, *German*, in 1739 . . . decorative stoves and glass of highly prized nature manufactured in 18th century by Heinrich Stiegel, *German* . . . the New England cotton mills established by Samuel Slater, *English* . . . first to unite all processes for manufacturing finished cloth in one factory was Patrick Jackson, *Irish* . . . art of making gunpowder perfected by Eleuthere Dupont, *French*.

Great steel works of Pittsburgh founded by Andrew Carnegie, *Scot*, assisted by William Jones, *Welsh* . . . iron and steel industries of Pueblo, Colorado, established by Daniel Jones, *Welsh* . . . famous pioneer organ builder, Matthias Moller, a *Dane* . . . pianos and other instruments by Steinway, Knabe, Weber, Wurlitzer, Gmünder, *Germans* . . . steel manufactured by Charles Schwab, *German* . . . sugar produced by Havemeyer, *German* . . . food products by Heinz and Fleischmann, *Germans* . . . world-noted cymbals made by Zildjian, *Armenian* . . . airplane builders are Igor Sigorsky, *Russian*; Belanca, *Italian*; Douglas, *Scot*; Boeing, *German*; and Curtiss, *English-German*.

## Communication



The telephone was invented by Alexander Graham Bell, *Scot* . . . the telegraph was invention of Joseph Henry and Samuel Morse, *Scotch-Irish* . . . steam-cylinder printing press, making possible our great daily newspapers, was brain child of Robert Hoe, *English* . . . Erie Canal built by DeWitt Clinton, *Irish-Netherlander* . . . long distance telephone and wireless telegraphy made possible by Michael Pupin, *Yugoslav* . . . inventor of wireless switch was Fritz Lowenstein, *German Jew* . . . new device for transmitting radio photographs by Arthur Korn, *German Jew* . . . loud speaker invented by Peter Jensen, *Dane* . . . Zworykin, *Russian*, pioneered in television . . . first printing press imported to California by Agustin Zamorana, *Spaniard*.

## Commerce

One of the largest cotton gins owned by Scott Bond, *Negro* . . . our leading industrialists include Astor, Vanderbilt, and Rockefeller, *Germans* . . . Julius Rosenwald, Chicago mail-order executive, *German Jew* . . . Alfred Knudsen, *Dane*, automobile manufacturing executive.

Leading rug merchants are Karaghuesian, Gulbenkian, Kelekian, and Pushman, *Armenians* . . . leading linen and lace merchants are Mallouk, Kassab, Bardwill, Jabara, Mamary, and Boutross, *Syrians* . . . largest raiser of orchids and specialist in cacti is J. A. Manda, *Yugoslav* . . . first American circus opened in Baraboo, Wisconsin, in 1854, by Ringling Brothers, *German* . . . Virginia tobacco trade founded by Augustine Herrman, *Czech* . . . gas first introduced in 1830 by Edward Jones, *Welsh*, in Boston.

## Mining

First oil well drilled at Titusville, Pa., by Edwin Drake, *English*, in 1859. . . In Texas, oil was first struck by Anthony F. Lucas, *Yugoslav* . . . coal in Pennsylvania first discovered by William Jones, *Welsh* . . . pioneer miner of Colorado was Vaso Chakovic, *Yugoslav* . . . first California gold found on ranch of John Sutter, *German-Swiss* . . . eminent mining industrialists include Simon and Daniel Guggenheim, *Swiss Jews*, and Adolph Lewisohn, *German Jew*.



## Banking

Leading bankers include: J. Pierpont Morgan, *Welsh* . . . Nathan Straus, Felix Warburg, Jacob Schiff, Otto Kahn, and James Speyer, *German Jews* . . . Charles G. Dawes, *English* . . . Amadeo Gianini, *Italian* . . . and Jesse Jones, *Welsh*.

## Building

First American iron sea-going steamship built in 1859 by José Francisco de Navarro, *Spaniard*, who also laid foundation of cement business in this country . . . Panama Canal built by General Goethals, *Netherlander* . . . George Washington Bridge built by Othmar Ammann, *Swiss* . . . Manhattan Bridge in New York and Interstate Bridge connecting Philadelphia and Camden built by Leon Moisseff, *Russian*.

Hetch Hetchy water system from Sierra Nevada to San Francisco built by Michael O'Shaughnessy, *Irish* . . . Ralph Modjeski, *Polish Jew*, chairman, Board of Engineers, San Francisco-Oakland Bridge . . . Peter Demyanoff, *Russian*, railroad builder.





# Our Gifts to the Arts and Crafts

## Literature

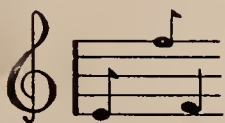


Outstanding novelists have been James Fenimore Cooper, *English-Swedish*; Oliver W. Holmes, *English-Netherlander*; Mark Twain, *English*; Wm. Dean Howells, *Welsh-Irish-English-German*; Mary Wilkins-Freeman, *English*; Nathaniel Hawthorne, *Irish*; Theodore Dreiser, *German*; James W. Johnson, *Negro*; Frank Norris, *English*; Booth Tarkington, *English*; Fannie Hurst, Edna Ferber, and Ludwig Lewisohn, *German Jews*; Jacob Riis, *Dane*; Louis Adamic, *Yugoslav*.

Our leading poets include, Longfellow, Lowell, and Whittier, *English*; Edgar A. Poe, *Scotch-Irish-English*; Walt Whitman, *English-Netherlander*; Sidney Lanier, *French*; Eugene Field, *English*; Robert Frost, *Scotch-English*; Edwin Markham, *English*; James W. Riley, *Netherlander-English*; Carl Sandburg, *Swede*; Edna St. Vincent Millay, *English-French*; Joaquin Miller and Joyce Kilmer, *Germans*; Louis Untermeyer, *German Jew*, and Arthur Guitermann, *Austrian Jew*; Christopher Morley, *Irish*; Phillis Wheatley and Paul Dunbar, *Negroes*.

Pioneer heroism immortalized by O. E. Rølvaag, *Norwegian* . . . Good literature circulated in humble homes by P. F. Collier, *Irish* . . . historian, writer, and lecturer, William Hendrik van Loon, *Netherlander*.

## Music



Father of our orchestras and founder of Handel and Haydn Society was Gottlieb Graupner, *German* . . . first organ builder and maker of spinets was Gustaf Hesselius, *Swede* . . .

our first important composer was Ernst Bloch, *Swiss Jew*.

"Carry Me Back to Old Virginny" composed by James Bland, *Negro* . . . "Johnny Comes Marching Home" composed by Patrick Gilmore, *Irish* . . . "Old Folks at Home," by Stephen Foster, *Scotch-Irish* . . . an *Italian*, Campanini, was first director and leader of Metropolitan . . . Gatti Casazza, *Italian*, famous director of Metropolitan . . . organizer of Flonzaley Quartet was Alfred Pochon, *Swiss*.

Famous composers include: Victor Herbert, *Irish*; Edward MacDowell, *Scot*; John Philip Sousa, *Portuguese*; Percy Grainger, *Australian*; Eugene Goossens, *English*; Howard Hanson, *Swede*; William Grant Still, *Negro*; Daniel Protheroe, *Welsh*; Sigmond Romberg, *German Jew*; George Gershwin and Irving Berlin, *Russian Jews*; Alma Glück, *Roumanian*; Rudolf Friml, *Czech*.

Outstanding conductors include Gabrilowitch, *Russian Jew*; Walter and Klemperer, *German*; Koussevitsky and Smallens, *Russian Jews*; Stokowski, *Polish*; Ormany and Rapee, *Hungarians*; Ganz, *Swiss*; Koshetz, *Ukrainian*; Zilotti, *Russian*; Busch, *Dane*; Kindler, *Netherlander*; Damosch, *German*; Rodzinsky, *Yugoslav*; Victor Kolar, *Czech*.

Leading violin players of world-wide fame are: Elman, Heifetz, Zimbalist, *Russian Jews*; and Yehudi Menuhin, *Roumanian Jew*; Ysaye, *Belgian*; Dvornic, *Czech*; Prydatkevich, *Ukrainian*.

Famous pianists include Rachmaninoff, *Russian*; Iturbi, *Spaniard*; Honti, *Hungarian*.

Leading flutist is Callimahos, *Greek*; noted zylophonist is Y. Hiraoka, *Japanese*.

Among the great concert artists are Sophie Braslau, *Russian Jew*; Lotte Lehmann, *German*; Rosa Raisa, *Italian Jew*; Schumann-Heink, *Austrian*; John Charles Thomas, *Welsh*, and Paul Robeson, Jules Bledsoe, Marian Anderson, Roland Hayes, *Negroes*.

## Art

Father of American painting was Benjamin West, *English* . . . portraits of Washington, Adams, Jefferson, and Madison by Charles Gilbert Stuart, *Scot* . . . "Washington Crossing the Delaware," by Emmanuel Lutze, *German* . . . famous portraits by John Copley, *Irish* . . . famous etchings by Joseph Pennell, *English-Irish* . . . "Artist's Mother" by James McNeil Whistler, *Scotch-Irish*.

"Swing Low, Sweet Chariot" by Malvin Johnson, *Negro* . . . "Return of Prodigal Son" by Henry Mosler, *German Jew* . . . "Gassed" and portraits by John S. Sargent, *English-Italian* . . . "Autumn Oaks" by George Inness, *Scot* . . . "Conquerors"—building of Panama Canal—by Jonas Lie, *Norwegian* . . . "Resurrection of Lazarus" by Henry O. Tanner, *Negro* . . . "Still Life" by Yasu Kuniyoshi, *Japanese*.

First modernist in America was Arthur Davies, *Welsh* . . . corrupt Tweed ring in New York City smashed by cartoons of Thomas Nast, *German* . . . leader in landscape painting, Frederick Detwiller, *Swiss* . . . master of miniatures, Malthe Hasselriis, *Dane* . . . famous frescoes in National Capitol by Brumidi, *Italian* . . . illustrator of folk tales and fairy stories, Willie Pogany, *Hungarian* . . . journalistic cartoons by Harrison Fisher, *Czech*.

## Sculpture

"Puritan," "Shaw Memorial," and other statues by Saint-Gaudens, *Irish-French* . . . "Memory" and "Lincoln" statues by Daniel Chester French, *English* . . . work on Stone



Mountain, Georgia, and Mt. Rushmore, South Dakota by Gutzon Borglum, *Dane* . . . "Pioneer Mother" at Kansas City by Phimester Proctor, *Canadian* . . . "The Sower" on the Nebraska State Capitol by Lee Lawrie, *German* . . . statues of Indians by Ivan Mestrovic, *Yugoslav* . . . McKinley monument by Haig Patigian, *Armenian*.

*Italian* sculptors who helped adorn National Capitol were: Franzoni, bronze clock with statue of Storia on top . . . Valperti, emblematic eagle . . . Amateis, bronze doors . . . Causici, Statue of Liberty Proclaiming Peace . . . Trentanove, "Pere Marquette" statue . . . Vincenti, Indian chief, Be-she-ke.

## Architecture



Skyscraper developed by Louis Henry Sullivan, *Irish-French-German* . . . Fanueil Hall, Boston, designed by John Smibert, *Scot* . . . Vieux Carré, New Orleans, laid out by Adrien de Pauger, *French* . . . foremost architect in stone was Henry Richardson, *English* . . . Frank Lloyd Wright, *Welsh*, harmonized buildings with surroundings . . . St. Patrick's Cathedral, New York City, built by Joseph Zvak, *Czech* . . . prominent naval architect is Wm. Hovgaard, *Dane*.

City planning by Eliel Saarinen, *Finn* . . . Bertram Goodhue, *Scot-English*, developed and refined Gothic in public buildings . . . Folger Library and Pan-American Building in Washington by Paul Cret, *Belgian* . . . banks and office buildings by Stephen Voorhees, *Netherlander* . . . church architecture by Ralph Cram, *German*, and Charles Maginnis, *Irish*.

## Motion Pictures

Outstanding motion-picture stars: Antonio Moreno, *Spaniard* . . . Luise Rainer, *Austrian* . . . Charles Laughton and Ronald Colman, *English* . . . Francis Lederer, *Czech* . . . Jean Hersholt, *Dane* . . . Pola Negri, *Pole* . . . Anna Sten, *Ukrainian* . . . Laura La Plante, *Yugoslav*.



Leading producers: Mayer, Lasky, Warner, *Russian Jews*, and Goldwyn, *Polish Jew* . . . pioneers of industry were D. W. Griffith, *Welsh*, Zukor and Fox, *Hungarian Jews*, and Loew, *German Jew* . . . technique of cinematography modernized by Vorkepic, *Yugoslav*.

## Theatre

Pioneer of modern American theatre, Augustin Daly, *Irish* . . . geniuses of the theatre include Belasco, *Portuguese Jew*; Frohmans, Shuberts, Selwyn, Warfield, Hammerstein, *German Jews*, and Nazimova, *Russian Jew* . . . John Drew, *Irish* . . . Richard Mansfield, Julia Marlowe, and Barrymores, *English* . . . Paul Robeson, *Negro* . . . the magician, Houdini, *Hungarian*.

## Journalism

New York Weekly Journal founded by Peter Zenger, *German*, in 1733 . . . New York Tribune founded by Horace Greeley, *Scotch-Irish* . . . publisher of St. Louis Post-Dispatch and New York World was Joseph Pulitzer, *Hungarian Jew* . . . first great newspaper syndicate established by S. S. McClure, *Irish* . . . magazine, famous as a militant muckraker founded by P. F. Collier, *Irish*.

First modern newspaper, the New York Morning Herald, founded in 1835 by James G. Bennett, *Scot* . . . New York Times founded by Henry Raymond, *Scot*, and George Jones, *Welsh* . . . chain of newspapers founded by James Scripps, *English* . . . chain of newspapers founded by Wm. Randolph Hearst, *Scotch-English* . . . editor of a ladies' magazine, Edward Bok, *Netherlander*.



# Our Gifts to Social Progress and Government



Declaration of Independence, written by Thomas Jefferson, *Welsh*, signed by 1 *Swede*, 3 *Irish*, 4 *Scots*, 5 *Welsh*, 5 *Scotch-Irish*, 38 *English*, with John Morton, *Swede*, casting deciding ballot . . . the thirteen colonies were christened the "United States of America" by Thomas Paine, *English*.

## Social Welfare

Our first social reformer was Robert Owen, *Welsh* . . . first one to make use of music in social work was Wm. van de Wall, *Netherlander* . . . founder of Red Cross, Clara Barton, *English* . . . founder of Chicago's famous Hull House was Jane Addams, *English* . . . slums attacked by Jacob Riis, *Dane*, in "How Other Half Lives" . . . welfare library on Ellis Island organized by Rev. John Kweetin, *Latvian* . . . anti-saloonist and feminist, Carrie Chapman Catt, *English-German* . . . Atlanta School of Social Work, directed by Forrester Washington, *Negro* . . . Lillian Wald, *German Jew*, a social-welfare leader . . . famous home for boys, Father Flanagan, *Irish*.

## Government and Politics

Two-thirds of our presidents, including Washington, are of *English* descent . . . Martin van Buren and Herbert Hoover, *German* . . . Theodore Roosevelt and Franklin Roosevelt, *Netherlanders* . . . Jefferson, Madison, John Adams, John Q. Adams, Harrison, and Garfield, *Welsh* . . . Monroe, Hayes, Grant, Wilson, and McKinley, *Scots*.

Among our leading statesmen were Hamilton, Calhoun, Webster, Jefferson Davis, *Scot-Welsh* . . . James Blaine, Chauncey Depew, Stephen Douglas, mainly *Scots* . . . Patrick Henry, *Scot-English-Welsh* . . . leading civil service and tariff reformer was Carl Schurz, *German* . . . iron puddler who became Secretary of Labor, James J. Davis, *Welsh*.

First governors: of Delaware, John McKinley; Georgia, John Houston; Illinois, John Boyle; Kansas, James Denver; Louisiana, Wm. Claiborne, *Irish* or *Scotch-Irish* . . . present governor of New York, H. H. Lehman, *German Jew*; of Illinois, Henry Horner, *German Jew* . . . first governor general of Florida, Bouquet, *Swiss* . . . first president of the Republic of Texas, Sam Houston, *Scot*.

Tammany Society, founded in 1789 by William Mooney, *Irish*, as protest against attempt of wealthy Tories to prevent soldiers and others from voting . . . first Secretary of Treasury under Jefferson, responsible for arranging Louisiana Purchase, was Albert Gallatin, *Swiss* . . . first to fight for conservation of our forests was Carl Schurz, *German*.

## Philanthropy

Astor Library, now part of New York Library, founded by John Jacob Astor, *German*, in 1848 . . . 4,000 Negro schools founded by Julius Rosenwald, *German Jew* . . . Chattanooga movement begun by Lewis Miller, *German* . . . gifts during panic of the 90's, penny



meals during World War, foodships to Palestine, and Milk Fund by Nathan Straus, *Austrian Jew* . . . \$42,000,000 gift to General Education Board by John D. Rockefeller, *German*.

Libraries founded throughout United States by Andrew Carnegie, *Scot* . . . funds raised to bring Statue of Liberty from France by Joseph Pulitzer, *Hungarian Jew* . . . appreciation of arts and literature stimulated by Edward Bok, *Netherlander* . . . Boy Scouts of America helped by Jacob and Mortimer Schiff, *German Jews* . . . \$6,000,000 to Princeton University by H. C. Frick, *German*.

Colgate University founded by Wm. Colgate, *English* . . . \$122,000 to Fisk University by James Burrus, *Negro* . . . foundations for opportunities to study abroad and to promote well-being of mankind established by Simon and Daniel Gugenheim, *Swiss Jews*.

## Champions of Human Liberty

Protest against slavery by Pastorius, *German* . . . author of "Common Sense," "The Crisis" and "Public Good" was Thomas Paine, *English* . . . powerful leaders against slavery were John Russworm, Benjamin Banneker, David Walker, Harriet Tubman, William Brown, William Still, Samuel Ward, Frederick Douglass, *Negroes*.

Peter Zenger, *German*, defended by Andrew Hamilton, *Scot*, registered great triumph for freedom of press when he won his fight against Governor Cosby of New York.

## National Defense

Minutemen roused by Paul Revere, *Huguenot* . . . drill-master of Continental armies, who helped to plan West Point, was Frederick von Steuben, *German* . . . \$600,000 advanced to Congress and subsidies negotiated from France and the Netherlands by Haym Solomon, *Polish Jew* . . . father of American cavalry was General Casimir Pulaski, *Pole*.



First to lose life in Revolutionary War was Chrispus Attucks, *Negro* . . . first commodore of Navy was John Barry, *Irish* . . . naval hero John Paul Jones, *Scot* . . . \$5,000,000 contributed toward War of 1812 by Stephen Girard, *French* . . . famous privateer, who abolished corporal punishment in the Navy, was Uriah Levy, *Jew* . . . British defeated on Lake Erie by Captain Perry, *Scotch-Irish*.

## Labor

First president of American Federation of Labor, who improved living standards of workers was Samuel Gompers, *English Jew* . . . leader of C. I. O., John L. Lewis, *Welsh* . . . organizer of coal miners, John Mitchell, *Welsh* . . . president of A. F. of L., William Green, *English-Welsh* . . . leader of Amalgamated Clothing Workers, Sidney Hillman, *Lithuanian Jew*.

## Religious Work

Participating in Washington's Inaugural was Rabbi Seixas, *Portuguese Jew* . . . one of our greatest clergymen, Jonathan Edwards, *Welsh* . . . leader in welfare and religious work, Huie Kin, *Chinese* . . . first Protestant missionary to West Indies was George Lisle, former *Negro* slave . . . professor of theology at Hartford Seminary, N. Y. Ananigian, *Armenian* . . . authority on early church history is Prof. La Plana, *Albanian*.

## Education

First book on pedagogy published in 1770 by Christopher Dock, *German* . . . Harvard University named after John Harvard, *English*; Yale University by Elihu Yale, *Welsh*; William and Mary by James Blair, *Scot*; Brown University by Morgan Edwards and Samuel Jones, *Welsh* . . . New York University by Gallatin, *Swiss* . . . Tuskegee Institute by Booker Washington, *Negro*, world-famed educator . . . Williams College by Ephraim Williams, *Welsh* . . . one of incorporators of Columbia University was Rabbi Seixas, *Portuguese Jew* . . . Hunter College by Thomas Hunter, *Irish* . . . Creighton University, Omaha, by Creighton brothers, *Irish* . . . Princeton University founded by *Scottish* Presbyterians . . . Barnard College founded by Annie Nathan Meyer, *German Jew*.



Infant school introduced in 1816, by Robert Owen, *Welsh* . . . first German kindergarten introduced in Wisconsin in 1855 by wife of Carl Schurz, *German* . . . a primer, first book produced in Pennsylvania, written by Franz Pastorius, *German*, headmaster of first school in Germantown . . . College of Journalism at Columbia University founded by Joseph Pulitzer, *Hungarian Jew* . . . School of Mines founded by Adolph Lewisohn, *German Jew* . . . first English kindergarten founded in Boston in 1860 by Elizabeth Peabody, *English* . . . father of modern American education was Horace Mann, *English*.

World-famous orientalist P. K. Hitti, *Syrian* . . . one of foremost educators was Henry Suzallo, *Yugoslav* . . . Angelo Patri, *Italian*, counsels parents and children . . . one of our greatest economists was Thorstein Veblen, *Norwegian*.

## Law and Order

First Chief Justice of Supreme Court was John Jay, *French* . . . present Chief Justice Charles Evans Hughes, *Welsh* . . . one of foremost authorities on international law is Stephen Ladas, *Greek*.

• • •

*Finns* work the iron-ore fields of northern Minnesota. . . *Netherlanders* and *Poles* developed wood-working trades of Michigan. . . *Italians*, *Portuguese*, *Greeks*, and *Swiss* have built up the grape and wine industry of California. . . *Greek* candy-makers. . . *Mexicans* and *Japanese* in beet fields of Colorado, Nebraska, and California. . . *Italians*, *Poles*, and *Slavs* in meatpacking, textile, and building industries.



# THE PROGRAMS AND THEIR PURPOSE

(Continued from page 2)

Conestoga wagon, and develop agriculture, forestry, music, art, education, and science.

DUBOIS, R. and SCHWEPPE, E. (eds). *Germans in American Life*. Thomas Nelson and Sons, New York. 1936.

FAUST, A. B. *German Element in the United States*. (2 vols.) Houghton, Mifflin Co., Boston, Mass. 1927.

HARK, ANN. *Hex Marks the Spot*. J. B. Lippincott Co., Philadelphia, Pa. 1938.

**11. The Scandinavians.**—Swedes, Norwegians, and Finns settle North-Central States, introducing log cabins, co-operatives, progressive dairy methods, social consciousness, gymnastics, and folk high schools.

BENSON, ADOLPH B. and HEDIN, NABOTH (eds). *The Swedes in America*. Yale University Press, New Haven, Conn. 1938.

HAVIGHURST, WALTER. *Upper Mississippi: A Wilderness Saga*. Farrar and Rinehart, N. Y. 1937.

RÖLVAAG, O. E. *Giants in the Earth*. McClelland and Stewart, Toronto, Canada. 1937.

**12. Closing Frontiers.**—When there is no more good free land to settle, immigrants crowd into our cities to supply demand for unskilled labor.

HOUGH, EMERSON. *The Passing of the Frontier*. Yale University Press, New Haven, Conn. 1918.

PAXSON, F. J. *History of the American Frontier*. Houghton, Mifflin Co., Boston, Mass. 1924.

**13. The Jews.**—Participating in American life since early colonial days, the Jews make significant contributions to science, industry, music, literature, theatre, law, medicine, and philanthropy.

BROWNE, LEWIS. *Stranger Than Fiction*. Macmillan Company, N. Y. 1933.

DUBOIS, R. and SCHWEPPE E. (eds). *Jews in American Life*. Thomas Nelson and Sons, N. Y. 1935.

WALD, LILLIAN D. *The House on Henry Street*. Henry Holt and Co., N. Y. 1915.

**14-15. The Slavs.**—The Slavs—northern and southern—succeed in making abandoned farms productive and work in our mines, steel mills, automobile factories, packing houses, and forests.

ADAMIC, LOUIS. *Laughing in the Jungle*. Harper and Brothers, N. Y. 1932.

BALCH, EMILY G. *Our Slavic Fellow Citizens*. Charities Publication Committee, N. Y. 1910.

MILLER, K. D. *Peasant Pioneers*. Council of Women for Home Missions, N. Y. 1925.

**16. The Orientals.**—Chinese and Japanese bring artistic sensitivity of Far East. Chinese answer call of railroad, ranch, and factory. Japanese reclaim California swamps and develop farms.

HUNTER, ALLAN A. *Out of the Far East*. Friendship Press, N. Y. 1934.

PALMER, ALBERT W. *Orientals in American Life*. Friendship Press, N. Y. 1934.

SUGIMOTO, ETSU. *A Daughter of the Samurai*. Doubleday, Page Co., N. Y. 1927.

**17. The Italians.**—Early explorers and artisans come from Italy, help to build grape and wine industry, work in our marble quarries, raise vege-

tables, and help to build railroads, bridges, and highways.

D'ANGELO, PASCAL. *Sons of Italy*. Macmillan Company, N. Y. 1924.

FOERSTER, R. *The Italian Immigration of Our Times*. Harvard University Press, Cambridge, Mass. 1919.

PANUNZIO, C. *The Soul of an Immigrant*. Macmillan Company, N. Y. 1921.

SCHIARO, G. E. *Italians in America Before the Civil War*. Vigo Press, N. Y. 1934.

**18. Near Eastern People.**—Armenians, Greeks, and Syrians bring philosophy, poetry, medical skill, manual skills, and unique artistic sense.

HITTI, P. K. *The Syrians in America*. Doubleday, Doran, and Co., N. Y. 1924.

MALCOLM, M. VARTAN. *The Armenians in America*. The Pilgrim Press, Boston, Mass. 1919.

XENIDES, J. P. *The Greeks in America*. Doubleday, Doran, and Co., N. Y. 1922.

**19. Other Peoples.**—Hungarians, Roumanians, Portuguese, Bulgarians, Lithuanians, Estonians, and Latvians bring ideas, labor, fine traditions, and esthetic values.

DAVIE, MAURICE R. *World Immigration*. Macmillan Company, N. Y. 1936.

SEITZ, DON CARLOS. *Joseph Pulitzer*. Simon and Schuster, Inc., N. Y. 1924.

## THE ADVISORY COMMITTEE

Commissioner of Education, JOHN W. STUDEBAKER, *Administrator of the Programs*, invited the following to serve as Advisors:

LOUIS ADAMIC, *Author and Lecturer*.

EDITH TERRY BREMER, *Director, National Institute of Immigrant Welfare*.

DR. ESTHER CAULKIN BRUNAUER, *Chairman, Committee on International Relations*.

DR. EVERETT CLINCHY, *Director, National Conference of Jews and Christians*.

DR. STEPHEN DUGGAN, *Director, Institute of International Education*.

STERLING FISHER, *Director of Education and Talks, Columbia Broadcasting System*.

JAMES L. HOUGHTELING, *Commissioner of Immigration and Naturalization Service*.

H. V. KALTENBORN, *Commentator, Columbia Broadcasting System*.

READ LEWIS, *Foreign Language Information Service, Inc.*

MARVIN LOWENTHAL, *Author and Lecturer*.

JAMES G. McDONALD, *Chairman, President's Advisory Committee on Political Refugees*.

DR. JOY ELMER MORGAN, *Editor, Journal of the National Education Association*.

DR. CARSON RYAN, *President, Progressive Education Association*.

DR. JAMES T. SHOTWELL, *Director, Division of Intercourse and Education, Carnegie Endowment for International Peace*.

AVENIRE TOIGO, *Executive Secretary, Illinois Committee on Citizenship and Naturalization*.

## The Script Review Committee

JAMES L. HOUGHTELING, *Commissioner of Immigration and Naturalization Service*.

CLIFFORD I. LORD, *Instructor, Department of History, Columbia University*.

DR. HERBERT WRIGHT, *Head, Department of Government, Catholic University*.

**20. Contributions in Industry.**—Each wave of immigration contributes brain and brawn to American life. Group cooperation makes the United States leader of world industry.

FELDMAN, H. *Racial Factors in American Industry*. Harper and Brothers, N. Y. 1931.

KEIR, MALCOLM. *The Epic of Industry*. Yale University Press, New Haven, Conn. 1926.

PUPIN, MICHAEL. *From Immigrant to Inventor*. Charles Scribner's Sons, N. Y. 1931.

**21. Contributions in Science.**—Our country is in the forefront of scientific progress, due to brilliance and inventive genius of individuals of diverse racial and national origins.

BURLINGAME, ROGER. *March of the Iron Men, a Social History of Union Through Invention*. Charles Scribner's Sons, N. Y. 1938.

DARROW, FLOYD L. *Masters of Science and Invention*. Harcourt, Brace and Company, N. Y. 1937.

KAEMPFERT, WALDEMAR B. *Modern Wonder Workers*. Blue Ribbon Books, N. Y. 1931.

**22. Arts and Crafts.**—Cultural value of artistic gifts by immigrant groups since early colonial days is a priceless gift enriching the United States of today and tomorrow.

EATON, ALLEN H. *Immigrant Gifts to American Life*. Russell Sage Foundation, N. Y. 1932.

LANGDON, WILLIAM C. *Everyday Things in American Life, 1607-1776*. Charles Scribner's Sons, N. Y. 1937.

SMITH, SUSAN C. *Made in America*. Alfred Knopf, N. Y. 1929.

**23. Social Progress.**—Champions of human freedom, drawn from many groups, preserve and develop ideals for which the founding fathers fought and died.

WARE, LOUISE. *Jacob A. Riis: Police Reporter, Reformer, Useful Citizen*. D. Appleton, Century Co., N. Y. 1938.

WOOFTER, T. J. *Races and Ethnic Groups in American Life*. McGraw-Hill Book Co., N. Y. 1933.

**24. A New England Town.**—The New England town, founded by early settlers, changes and develops as new groups participate and function in its life.

CHASE, MARY ELLEN. *A Goodly Heritage*. Henry Holt and Co., N. Y. 1932.

**25. An Industrial City.**—A panorama of a rapidly expanding industrial city, peopled by groups drawn from many nations, who learn the American way of democratic life.

BRIDGES, H. J. *On Becoming an American*. Marshal Jones Company, Inc., Boston, Mass. 1919.

LEISERSON, W. M. *Adjusting Immigrant and Industry*. Harper and Brothers, N. Y. 1924.

**26. Grande Finale.**—In a thrilling climax, outstanding people of various cultural backgrounds, from different parts of our country, summarize the story of "Americans All—Immigrants all."

BEARD, A. E. S. *Our Foreign-Born Citizens*. Thomas Y. Crowell Co., N. Y. 1932.



# Books to Read and Sources of Other Materials

ADAMIC, LOUIS. *America and the Refugees*. Public Affairs Committee, New York. 1932.

ADAMIC, LOUIS. *My America*. Harper and Brothers, Publishers, New York. 1938.

BLANKENSHIP, RUSSELL. *American Literature as an Extension of the National Mind*. Henry Holt and Company, New York. 1931.

BROWN, F. J., and ROUCEK, J. (eds.). *Our Racial and National Minorities*. Prentice-Hall, Inc., New York. 1937.

BROWN, LAWRENCE C. *Immigration, Cultural Conflicts and Social Adjustments*. Longmans, Green & Company, New York. 1933.

CLINCHY, EVERETT R. *All in the Name of God*. John Day Company, New York. 1934.

CORSI, EDWARD. *In the Shadow of Liberty*. The Macmillan Company, New York. 1935.

EATON, ALLEN. *Immigrant Gifts to American Life*. Russell Sage Foundation, New York. 1933.

KLINEBERG, OTTO. *Race Differences*. Harper and Brothers, Publishers, New York. 1935.

LASKER, BRUNO. *Race Attitudes in Children*. Henry Holt and Company, New York. 1929.

OGG, F. A. *Builders of the Republic*. Yale University Press, New Haven, Conn. 1927.

RADIN, PAUL. *The Racial Myth*. McGraw-Hill Book Company, New York. 1934.

SEABROOK, WILLIAM. *These Foreigners*. Harcourt, Brace and Company, New York. 1938.

SPICER, DOROTHY G. *Folk Festivals and the Foreign Community*. The Women's Press, New York. 1923.

STEPHENSON, GEO. M. *A History of American Immigration, 1820-1924*. Ginn and Company, New York. 1926.

WOOFER, T. J. *Races and Ethnic Groups in American Life*. McGraw-Hill Book Company, New York. 1933.

The following organizations and agencies have useful and interesting pamphlets, bulletins, and other materials:

SERVICE BUREAU FOR INTERCULTURAL EDUCATION, 106 Waverly Place, New York.

## ACKNOWLEDGMENT

(Continued from page 3)

Many other persons and organizations added their encouragement and ideas to "Americans All—Immigrants All." In November, 1935, when it was announced that the Office of Education was to inaugurate a plan of broadcasting, Dr. L. R. Alderman, Specialist in Adult Education, and for many years an ardent contributor to Americanization work, urged the use of radio as a medium for stimulating nation-wide appreciation of the "cultures of the melting pot". Mr. W. D. Boutwell, Director of the radio project of the Office of Education, was active in developing program ideas and conferring with Miss Roberta Newell of the Radio Division of the New York City Board of Education, W.P.A. Adult Education Program, about plans and techniques used by Miss Newell in her radio series, "America Calling", which was on the air in the Spring of 1937.

One of the most enthusiastic advocates and supporters of a comprehensive radio presentation of the immigrants' contribution to American life is Mr. Avenire Toigo, Executive Secretary of the Illinois Committee on Citizenship and Naturalization. He came to Washington in November, 1937, to urge us to prepare and present a program, and later suggested the title "American Panorama". Mr. Charles P. Schwartz, Chairman of the Illinois Committee on Citizenship and Naturalization, also made several visits to the Office, beginning in 1935, to assist and urge us to increase our efforts in Americanization work.

In the research, planning, experimenting with script mechanisms and production techniques, members of the Staff mentioned elsewhere in this booklet have given devotedly of their time and talents. The Columbia Broadcasting System and the W.P.A. have given indispensable assistance in producing the broadcasts. Acknowledgment is also made to authors and publishers whose books contributed to our thinking.

In preparing this booklet, valuable help was given by Dr. Alain Locke, Howard University, Washington, D. C., and by Mr. W. W. Husband, Washington, D. C., former Commissioner of Immigration.

J. W. STUDEBAKER,  
Commissioner of Education.

The Service Bureau for Intercultural Education collects facts about participation of various groups in American life, guides projects in public schools, trains teachers and other community leaders in the technique of intercultural education, and conducts a guidance-by-mail department.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, COMMITTEE ON INTERNATIONAL RELATIONS, 17th and Eye Streets, Washington, D. C.

AMERICAN JEWISH COMMITTEE, 361 Fourth Avenue, New York.

ASSOCIATES IN NEGRO FOLK EDUCATION, Box 636, Ben Franklin Station, Washington, D. C. (Bronze Booklet Series.)

CARL SCHURZ MEMORIAL FOUNDATION, INC., 225 South 15th Street, Philadelphia, Penna.

FEDERAL COUNCIL OF CHURCHES, DEPARTMENT OF RACE RELATIONS, 105 East 22nd Street, New York.

FOLK FESTIVAL COUNCIL, 222 Fourth Avenue, New York.

FOREIGN LANGUAGE INFORMATION SERVICE, 222 Fourth Avenue, New York.

FRENCH INFORMATION CENTER, 610 Fifth Avenue, New York.

INSTITUTE OF PACIFIC RELATIONS, 129 East 52nd Street, New York; also, San Francisco Bay Region Committee, Claus Spreckels Building, San Francisco, California.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE, 69 Fifth Avenue, New York.

NATIONAL CONFERENCE OF JEWS AND CHRISTIANS, 300 Fourth Avenue, New York.

THE AMERICAN-SCANDINAVIAN FOUNDATION, 116 East 64th Street, New York.

THE ENGLISH-SPEAKING UNION OF THE UNITED STATES, 30 Rockefeller Plaza, New York.

THE KOSCIUSZKO FOUNDATION, 149 East 67th Street, New York.

THE NATIONAL INSTITUTE OF IMMIGRANT WELFARE, R.K.O. Building, Rockefeller Center, New York.



UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION  
WASHINGTON

April 15, 1939

Dear Listener:

This booklet is presented in sincere appreciation of your interest in the AMERICANS ALL--IMMIGRANTS ALL radio series.

I am deeply grateful for your patience in the face of delay in getting this booklet to you. When you read it, however, I feel you will be repaid, for no effort has been spared in making it worthy of being read and treasured as a permanent record of the AMERICANS ALL--IMMIGRANTS ALL radio series.

Since the programs themselves could give you only a general panorama of the many colorful and significant contributions made by peoples of many races and lands to the building of our Nation, you will no doubt wish to be in a position to investigate for yourself some of the things which have impressed you as most interesting.

The suggested readings and sources for more material, given in the booklet and the special list should help you in doing this. If this Office can be of further service, please feel free to call upon us.

As an enthusiastic listener of AMERICANS ALL--IMMIGRANTS ALL, you will no doubt be glad to learn that these radio programs have been perpetuated in the form of recordings which can be used on phonographs and on radio playback equipment. You may wish to give this news to teachers, club leaders, and others who would have a natural interest in promoting broader tolerance through understanding. You may also wish to put into their hands the inclosed reference list.

Thanking you again for your abiding interest, I am

Cordially yours,

A handwritten signature in dark ink, reading "J. H. Studebaker". The signature is written in a cursive style with a large, prominent "J" and "S".

Commissioner of Education.







UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION  
WASHINGTON

AMERICANS ALL - IMMIGRANTS ALL

A suggested list of "Other Books to Read"

Andrews, Charles McLean: Our Earliest Colonial Settlements, New York University Press, New York, 1933.

Baldwin, James: The Story of Liberty, American Book Co., New York, 1919.

Beard, A. E. S.: Our Foreign Born Citizens, Thomas Y. Crowell Co., New York, 1922.

Bowden, Witt: The Industrial History of the United States. Adelphi Co., New York, 1930.

Boynton, Percy Holmes: Literature and American Life, Ginn & Co., Chicago, 1936.

Burgess, Thomas: Greeks in America, Sherman-French & Co., Boston, 1913.

Eberlein, Harold D. and McClure, Abbot: The Practical Book of Early American Arts and Crafts, J. B. Lippincott Co., Philadelphia, 1916.

Fairchild, Henry Pratt: Immigrant Backgrounds, John Wiley & Sons, Inc., New York, 1927.

Gabriel, R. H.: The Lure of the Frontier, Yale University Press, New Haven, 1929.

Hicks, John D.: The Federal Union, Houghton Mifflin Co., Boston, 1937.

Johnson, James W.: Along this Way, The Viking Press, New York, 1933.

Jones, H. M.: America and French Culture, University of North Carolina Press, Chapel Hill, 1927.

Lebeson, Anita: Jewish Pioneers in America, Coward-McCann, New York, 1921.

Mariano, John H.: The Italian Contribution to American Democracy, Christopher Publishing House, New York, 1921.

Roberts, Peter: The New Immigration, The Macmillan Co., New York, 1912.

Rose, Philip M.: The Italians in America, George H. Doran Co., New York, 1922.

Sanchez, Nellie Van de Grift: Spanish and Indian Place Names of California, A. M. Robertson, San Francisco, 1914.

Schrader, F. F.: Germans in the Making of America, The Stratford Co., Boston, 1924.

Steinberg, Milton: The Making of the Modern Jew, Bobbs-Merrill Co., Indianapolis, 1934.

Wells, Louis Ray: Industrial History of the United States, The Macmillan Co., New York, 1922.

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In addition to the books listed on the other side of this page, attention is called to the following special pamphlets, which can be obtained by communicating with the Service Bureau for Intercultural Education.

Adventures in Intercultural Education, Manuals for teachers from kindergarten to senior high schools.

Armenian Cooking in the United States, Foods and food customs of the Armenians at home and in the United States.

Czechoslovak Immigration, A brief survey of the Czechs and Slovaks in the United States: when they came, where they settled, what they did.

The Germans in American Life, Rachel Davis-DuBois and Emma Schweppe (editors), Thomas Nelson and Sons, New York, 1936. A survey of the part the Germans have played in American life.

Irish Immigration, The various migrations of Irish to the United States.

Italian Immigration, A brief survey of the Italians in Colonial America, and since.

The Jews in American Life, Rachel Davis-DuBois and Emma Schweppe (editors), Thomas Nelson and Sons, New York, 1936. A survey of Jewish participation in American life and culture.

The Negro Contribution to Folk Music in America, Negro spirituals; origin, history, characteristics; and some of the musicians who have helped in their preservation.

Orientalism in Science and Invention, A survey of some of the outstanding scientific contributions of China and Japan.

Poles in American Agricultural Life, Poles as successful American Farmers, in the reclamation of abandoned land and in the onion and tobacco industries.

Scandinavian Cooking in Scandinavia and the United States, Foods and food customs of Denmark, Sweden, and Norway, and their influence in the United States.

Scottish Immigration, The Scots in the development of the American colonies.

Scotch-Irish Immigration, The Scotch-Irish migration to the American Colonies.

Welsh Immigration, A brief survey of the Welsh in the development of the United States.

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Also:

Bibliographies, recipes and special publications representing the British, Bulgarian, Chinese, Czech, German, Italian, Japanese, Polish, Scandinavian, Yugoslav and other groups.

The SERVICE BUREAU FOR INTERCULTURAL EDUCATION, which collaborated with the Office of Education in presenting the "Americans All--Immigrants All" radio series, is prepared to consult with teachers and group leaders regarding their problems in promoting intercultural understanding. Address: 106 Waverly Place, New York, N. Y.